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ABSTRACT

The booklet is an annotated compilation of data gathering instrumentation for use in planning, implementing, and evaluating career education programs. It contains two sections: (1) eighteen instruments developed by Delaware's Occupational-Vocational Education Model project staff for specific use in the local school system and (2) six commercially available instruments. The major criterion for selecting tests, surveys, and questionnaires was how well they measured project objectives. Commercially available instruments were used whenever feasible. An example of each project-developed instrument is included. Addresses of publishers of commercially available instruments are given. Three basic criteria for selecting a data gathering instrument are suggested; they are measurement validity, appropriateness, and administrative usability. (MS)

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DELAWARE'S
OCCUPATIONAL-VOCATIONAL
EDUCATION MODEL

CAREER DEVELOPMENT DATA GATHERING INSTRUMENTATION

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INSTRUMENTS FOR ASSESSING

- CAREER AWARENESS
- PERSONALITY VARIABLES
- OCCUPATIONAL PROFILES
- ATTITUDES
- INSERVICE TRAINING
- BASIC EDUCATIONAL EXPERIENCES
- VOCATIONAL MATURITY

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CE 000 709

ED 085531

CAREER DEVELOPMENT

DATA GATHERING INSTRUMENTATION

DELAWARE'S OCCUPATIONAL-VOCATIONAL EDUCATION MODEL

An Exemplary Project in Vocational Education
Conducted Under
Part "D" of Public Law 90-576

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August, 1973

INTRODUCTION

This booklet is an annotated compilation of data gathering instrumentation used by Delaware's Occupational-Vocational Education Model. It is intended for use by those persons involved in planning, implementing, and evaluating career education programs.

The booklet contains two sections: the first deals with instruments developed by project staff personnel for specific use in the local school system; the second, lists commercially available instruments that can be used in career education programs.

Tests, surveys, and questionnaires are used to gather evaluation data because they generally are the most efficient means for doing so. Other techniques used for evaluation but not included in this booklet were observation, interviewing, and consultation. The major criteria for selecting instruments was how well they measured project objectives. Commercially available instruments were used whenever feasible.

Efforts were made to gather data in the cognitive, affective, and psychomotor domains. Cognitive data can be gathered quite readily and presented no major problems. The project staff spent considerable time developing instrumentation to assess the affective domain. Career education at a conceptual level relies heavily on the developmental

nature of values and attitudes; therefore, a number of instruments are included which attempt to measure these constructs.

A sample of each project-developed instrument is included in this booklet. Addresses of the publishers of commercially available instruments are included so that interested persons can obtain additional up-to-date information.

It is suggested that an evaluator selecting a data gathering instrument be concerned with three basic criteria. First, measurement validity, "does the test appear to measure the specific educational objective?" Second, examine the appropriateness, "is the instrument appropriate for the students who will be assessed by it?" Third, administrative usability, "how usable is the test in terms of administration, scoring, interpretation, and decision-making."

CAREER DEVELOPMENT

DATA GATHERING INSTRUMENTATION

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Instruments Developed
by

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

ELEMENTARY OCCUPATIONS TEST - Levels 1, 2, 4.

Thirty-item test designed to find out how much elementary students know about the work people do, what tools they work with, and where people do their work. The teacher reads the questions and the students circle yes or no. The level 4 version is in the multiple choice format with students reading the questions. These tests are administered in a yearly pre - post test sequence to measure any change in occupational awareness from year to year. (See pages 11-21)

INTERMEDIATE OCCUPATIONS TEST, Levels 5 & 6, revised from The Comprehensive Evaluation Project, Final Report ED 037 571, 1970.

Instrument designed to measure student's knowledge of occupations and educational requirements. Administered at end of school year and used to compare project-involved groups with those not involved. (See pages 22-28)

OPINION SURVEY, revised from Attitude Toward School K-12, and Measures of Self-Concept K-12, Levels 5 - 8, Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024.

Instrument developed to measure middle school student's attitude toward school and self-concept. Revised from IOX Self-Concept and Attitudes Toward School scales through factor analysis. Instruments administered at end of school year. Data is used to compare groups from year to year and compare project involved groups with non-project groups. (See pages 29-31)

CAREER EDUCATION EMPHASIS QUESTIONNAIRE

Forty-six item scale used to determine the emphasis on career education in a teacher's classroom. (See pages 32-34)

EVALUATION BY TEACHERS

One-page form contains three open-response questions designed to provide a feedback mechanism from project teachers to project staff. Teachers are asked to describe any student changes they attribute to the career program. Their intuitive feelings about the project are solicited as well as an estimate of the percentage of class time devoted to career education activities. Teachers respond anonymously, and the data is used to plan inservice programs. (See page 35)

CAREER EDUCATION PERCEPTION SURVEY, revised from questionnaire distributed by the Office of Vocational-Technical Education, The Ohio State University.

One-page check list used to determine an individual's perception of career education in relation to vocational, academic, and formal education. An administrator's perception of the career education concept can be identified by using the instrument. (See page 36)

EVALUATIVE MEASURES

Nine-item rating scale and fifteen-item check list developed to evaluate effectiveness of methods, materials, resources and organization of specific teaching units. Teachers and project staff use this instrument to record the results of experimental career development learning units. (See pages 37-38)

ATTITUDE MEASURE

Three-page instrument containing essay questions and fifteen-item check list. Respondents are asked to agree or disagree with statements concerning career education. (See pages 39-42)

INDEX OF SOCIAL POSITION, revised from Two Factor Index of Social Position by August B. Hollingshead.

One-page instrument designed to secure input data from selected students. Recent studies have suggested that parent's occupation and amount of education are significant predictors of student achievement in school. This index gathers the information concerning the students' social position. Comparing this data with students' school records substantiates the strong correlation between social position and school achievement. (See pages 43-44)

TEACHER INTEREST SURVEY

One-page administrative form used by elementary teachers to indicate their intentions concerning participation in the career program. Those teachers interested in becoming involved are required to participate in a paid summer workshop. (See pages 45-46)

INSERVICE PLANNING SURVEY

One-page administrative form used to determine teacher preference for career inservice programs. (See page 47)

TEACHER PLANNING OUTLINE

Outline used as format by elementary and middle school teachers when writing career development learning units. In addition to the unit title, participants, and time required; teachers list career clusters, objectives, activities sequence, correlation with other disciplines, and evaluation techniques. (See pages 48-49)

MONTHLY CAREER ACTIVITIES INVENTORY

One-page form used by elementary career education teachers to report activities planned for the coming month. Career clusters, specific occupations, and classroom activities are listed. The information is used by project staff to assist teachers in securing resource people, materials, and field trip sites related to planned units of instruction. The information also permits project staff to check on those clusters that are not being used and determine if a suitable activity can be developed to increase student awareness of that career cluster. (See page 50)

CAREER EDUCATION ACTIVITY INVENTORY

One-page form used periodically by secondary teachers to record estimates of time spent on career related activit-

ies. A check list of types of activities is included to provide project staff with feedback necessary to assist teacher. (See page 51)

RESOURCE VISIT INFORMATION

One-page form submitted by classroom teacher to secure funding for field trip or career visit. In addition to administrative data, the teacher lists specific objectives of trip, classroom preparation for trip, classroom follow-up, and specific occupations to be observed on trip. Project staff determines if trip is career related and assists teachers in preparing for the trip and follow-up. A file of these forms provides ideas for trips and resource visitors that are disseminated during inservice sessions. (See page 52)

EMPLOYER INTERVIEW DATA

Used by job placement coordinator as interview aide when contacting area business and industry. Form includes information on cooperative work possibilities, training requirements, possibility of donating time or materials to the school. The job placement coordinator reviews the data and assesses the extent of cooperation that can be expected from each organization. (See pages 53-57)

GRADUATE FOLLOW-UP QUESTIONNAIRE

Questionnaire developed and mailed to high school graduates three years after graduation. Survey is intended to supply information to assist in curriculum development in high school and vocational school. In addition to current employment status, students are asked to suggest changes in high school program. (See pages 58-61)

INDUSTRIAL AND BUSINESS SURVEY

Two-page survey of business and industry in the county used by vocational school for curriculum and placement planning. (See pages 62-63)

COMMERCIALLY AVAILABLE INSTRUMENTS

ATTITUDE TOWARD VOCATIONAL EDUCATION
Revised from Parker and Baker, "A Survey of Attitudes Towards Vocational Education", Auburn University, ORDU.

Instrument is prepared in two forms. One form is given to each teacher from the local district before a day-long visit to the area vocational center. The second form is administered at the conclusion of the visit. The check list measures teacher awareness and attitude about vocational education and whether it improves as a result of the visit.

VOCATIONAL PREFERENCE INVENTORY, John H. Holland, Consulting Psychologist Press, 577 College Avenue, Palo Alto, California 94306.

VPI is based on the assumption that occupational categories attract people with similar personalities. The instrument measures and classifies six personality types: Realistic, Intellectual, Social, Conventional, Enterprising, and Artistic. The project uses the instrument to predict those teachers who will successfully participate in the career education program. The instrument is also used to match student interns with cooperating teachers on the basis of compatible personalities.

TEST OF BASIC EXPERIENCES, Margaret H. Moss,
CTB/McGraw-Hill, Del Monte Research Park,
Monterey Park, California 93940.

TOBE is designed to measure the differences among kindergarten and first grade children in how well the child's experiences have prepared him for school activities. The TOBE battery is made up of the Mathematics, Language, Science, Social Studies, and General Concepts Tests. Test results are used as base line data to determine if project-related activities effect student achievement in school work.

CAREER MATURITY INVENTORY, John O. Crites,
CTB/McGraw-Hill, Del Monte Research Park,
Monterey, California 93940.

CMI is designed to survey attitudes and competencies which are considered important in making career decisions. The inventory consists of the Attitude Scale and Competence Test. The Attitude Scale is used to survey feelings toward making a career choice. The assumption is that verbally expressed vocational behavior matures with increasing age and grade during adolescence and can be expressed as an index called vocational maturity.

EDUCATIONAL AND CAREER PLANNING SURVEY, J. D. Wiggins,
State Department of Public Instruction,
Dover, Delaware 19901, 1970.

Self-report instrument requires student to identify a tentative career goal and then determine whether this goal is appropriate. Student and counselor review appropriateness of plans and determine whether the level and content of the training projected by the student will prepare him to achieve his stated career goal.

THE SELF-DIRECTED SEARCH, John L. Holland,
Consulting Psychologist Press, 577 College Avenue,
Palo Alto, California 94306.

Self-administered, self-scored, and self-interpreted vocational counseling instrument based on theory of personality types and environmental models.

DELAWARE'S OCCUPATIONAL -VOCATIONAL MODEL

ELEMENTARY OCCUPATIONS TEST

What Work Do People Do?

What Do They Work With, Where Do They Work?

Introduction to Students:

This test is designed to see if (1st, 2nd) grade students know what work people do, what tools they work with, and where people do their work. Since it is meant to show what (1st, 2nd) graders know about people and their work, you won't receive a grade on the test, but we would like you to do as well as you can in answering the questions.

Directions to Students:

I will read questions about people and their work and you will mark your answers on your answer sheet. Take your answer sheet now. Write your name in the space. Check whether you are a boy or a girl. Write your grade in the space provided.

Let me show you how to mark your answer sheet. If I read a question and the answer is "yes", circle "yes" next to the question number. If I read a question and the answer is "no", circle "no next to the question number.

Let's try an example: Does a policeman deliver letters? Circle "yes" or "no". The correct answer is "no", so you should have circled "no". Any questions? If you would like to have a question repeated, raise your hand. Do not ask anybody to tell you a question or an answer while the test is going on. Let's begin.

DELAWARE'S OCCUPATIONAL - VOCATIONAL MODEL

People, Tools, and Their Environments

1. Does a secretary usually use a typewriter in her work?
2. Does a salesclerk use a wrench in his work?
3. Does a broadcaster work in a gas station?
4. Does a carpenter use a hammer?
5. Does an assemblyline worker work in a factory?
6. Does a truck driver use a camera for his work?
7. Does a farm manager work on a farm?
8. Does a fisherman do his work with an ax?
9. Does an air pollution technician look at smokestacks in his work?
10. Does a lawyer work in a church?
11. Does a doctor do his work with a telescope?
12. Does an innkeeper do his work in a motel?
13. Does a barber do his work with clippers?
14. Does a musician do his work with a saw?
15. Does a mother do her work in a house?
16. Does a deliveryman work in an office?
17. Does a station attendant work with a gas pump?
18. Does a reporter work in a warehouse?
19. Does an architect work with road maps?
20. Does a draftsman use an airplane for his work?

People, Tools, and Their Environments

21. Does a pilot work with blueprints?
22. Does a ranger work in a forest?
23. Does a marine biologist work with ocean life?
24. Does a custodian work in a school?
25. Does a mailman work with a fire truck?
26. Does a nurse work on a stage?
27. Does a lifeguard work with a swimming pool?
28. Does a dry cleaner clean house?
29. Does a writer work on books?
30. Does a veterinarian work with animals?

ANSWER SHEET

Name_____

Teacher_____

Boy_____ Girl_____

Grade_____

Example: YES NO

1. YES NO
2. YES NO
3. YES NO
4. YES NO
5. YES NO
6. YES NO
7. YES NO
8. YES NO
9. YES NO
10. YES NO
11. YES NO
12. YES NO
13. YES NO
14. YES NO
15. YES NO
16. YES NO
17. YES NO
18. YES NO
19. YES NO
20. YES NO
21. YES NO
22. YES NO
23. YES NO
24. YES NO
25. YES NO
26. YES NO
27. YES NO
28. YES NO
29. YES NO
30. YES NO

DELAWARE'S OCCUPATIONAL - VOCATIONAL MODEL

OCCUPATIONS TEST

Grade 4

Introduction to Students:

This test is designed to see if (4th) grade students know what work people do, what tools they work with, and what kinds of education people need for different jobs. Since it is meant to show what 4th-grade students know about people and their work, you won't receive a grade on the test, but we would like you to do as well as you can in answering the questions.

Directions to Students:

Read each question carefully. For each question, write the number of the correct answer in the space provided. For example:

Which of the following requires a college education?

1. doctor
2. plumber
3. salesman
4. baker

The correct answer is "1" and this number would be placed on the answer sheet.

If you have trouble reading a work, you may ask your teacher how to pronounce it; however, your teacher can not tell you what the word means.

1. Which of the following does NOT require special schooling:

   1. cab driver
   2. nurse
   3. computer programmer
   4. barber

2. Which of the following requires the LEAST training:

   1. hair stylist
   2. secretary
   3. pilot
   4. mailman

3. A college education is NOT required to be a:

   1. chemist
   2. doctor
   3. carpenter
   4. architect

4. Which of the following works closest with a STEWARDESS:

   1. travel agent
   2. author
   3. photographer
   4. pilot

5. Which of the following is NOT in the field of CONSTRUCTION:

   1. architect
   2. mechanic
   3. carpenter
   4. surveyor

6. Which of the following works mainly with AUTOMOBILES:

   1. carpenter
   2. pilot
   3. chemist
   4. mechanic

7. Which of the following has to know the MOST about mathematics:

   1. lawyer
   2. pilot
   3. doctor
   4. secretary

8. Which of the following spends the MOST time serving food:

   1. stewardess
   2. waitress
   3. cook
   4. nurse

9. Which of the following is in the field of CONSTRUCTION:

1. doctor
2. soldier
3. carpenter
4. saleslady

10. Which of the following requires the LEAST training:

1. athlete
2. policeman
3. mechanic
4. milkman

11. A college education is usually needed to be a:

1. mailman
2. lawyer
3. mechanic
4. farmer

12. Which of the following is NOT in the field of EDUCATION:

1. teacher
2. lawyer
3. counselor
4. principal

13. Which of the following works MOST with groups of people:

1. mailman
2. secretary
3. teacher
4. chemist

14. Which of the following does NOT require special schooling:

1. cab driver
2. nurse
3. computer programmer
4. barber

15. Which of the following is in the field of ENTERTAINMENT:

1. policeman
2. mailman
3. actor
4. barber

16. Which of the following works closest with a PILOT:

1. architect
2. mechanic
3. surveyor
4. accountant

17. Which of the following has to know the MOST about grammar:

1. secretary
2. mechanic
3. surveyor
4. engineer

18. Which of the following requires the LEAST education:

1. chemist
2. lawyer
3. teacher
4. saleslady

19. Which of the following is NOT in the field of GOVERNMENT SERVICE:

1. politician
2. musician
3. mailman
4. policeman

20. Which of the following is NOT in the field of ART:

1. illustrator
2. typist
3. designer
4. sculptor

21. Which of the following works closest with a GEOLOGIST:

1. landscaper
2. teacher
3. surveyor
4. doctor

22. Which of the following works closest with an AUTHOR:

1. teacher
2. mailman
3. librarian
4. editor

23. Which of the following is in the field of COMMUNICATION:

1. cook
2. telephone operator
3. athlete
4. mechanic

24. It is usually necessary to serve as an apprentice to become a:

1. waitress
2. biologist
3. plumber
4. salesman

25. Which of the following designs buildings:

1. mechanic
2. architect
3. surveyor
4. engineer

26. Which of the following does NOT have to work with tools:

1. mechanic
2. carpenter
3. milkman
4. barber

27. Which of the following requires the LEAST training:

1. astronaut
2. telephone operator
3. doctor
4. hair stylist

28. Which of the following works closest with a VETERINARIAN;

1. soldier
2. farmer
3. mechanic
4. author

29. Which of the following is NOT in the field of TRANSPORTATION:

1. stewardess
2. mechanic
3. truck driver
4. architect

30. Which of the following requires the MOST education:

1. barber
2. mechanic
3. secretary
4. chemist

31. Which of the following works closest with a CASHIER:

1. librarian
2. bookkeeper
3. nurse
4. actress

32. Army officers usually have at least:

1. a high school diploma
2. two years of high school
3. a college degree
4. a grade school education

33. Which of the following works mainly with animals:

1. farmer
2. veterinarian
3. doctor
4. milkman

34. Which of the following works closest with an author:

1. lawyer
2. doctor
3. publisher
4. surveyor

35. A college education is NOT required to be a:

1. nurse
2. secretary
3. teacher
4. librarian

36. Which of the following is in the field of AGRICULTURE:

1. hair stylist
2. housewife
3. carpenter
4. farmer

37. Which of the following has to know the LEAST about MATHEMATICS:

1. pilot
2. teacher
3. mailman
4. store clerk

38. Which of the following spends most of his time with tax records:

1. surveyor
2. biologist
3. architect
4. accountant

39. Which of the following works closest with an ARCHITECT:

1. mechanic
2. contractor
3. nurse
4. librarian

40. Which of the following requires the MOST training:

1. printer
2. sales clerk
3. waitress
4. telephone operator

41. Which of the following works closest with a CARPENTER:

1. mechanic
2. chemist
3. plumber
4. gardener

42. Which of the following is in the field of MEDICINE:

1. teacher
2. nurse
3. hair stylist
4. barber

43. Which of the following is in the field of TRANSPORTATION:

1. barber
2. farmer
3. actress
4. pilot

44. Which of the following spends the MOST time at a desk:

1. actress
2. secretary
3. carpenter
4. policeman

45. Which of the following works closest with a POLICEMAN:

1. teacher
2. pilot
3. chemist
4. lawyer

46. Which of the following spends the LEAST amount of time outdoors:

1. athlete
2. farmer
3. mailman
4. teacher

47. It is usually necessary to serve as an INTERN to become a:

1. mechanic
2. lawyer
3. doctor
4. policeman

48. Which of the following works in a laboratory:

1. secretary
2. chemist
3. lawyer
4. barber

49. Which of the following is in the field of SCIENCE:

1. chemist
2. soldier
3. lawyer
4. farmer

50. Which of the following is NOT in the field of MEDECINE:

1. nurse
2. barber
3. veterinarian
4. pharmacist

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

INTERMEDIATE OCCUPATIONS TEST (Levels 5 and 6)

Revised from The Comprehensive Evaluation Project
Final Report ED 037 571, 1970.

Directions:

Place your name and class on the answer sheet.

For each of the following questions, fill in the number of the correct answer on your answer sheet.

If you have trouble reading a word, ask your teacher for help.

1. Which of the following does NOT require special schooling:

   1. cab driver
   2. nurse
   3. computer programmer
   4. barber

2. Which of the following requires the LEAST training:

   1. hair stylist
   2. secretary
   3. pilot
   4. mailman

3. A college education is NOT required to be a:

   1. chemist
   2. doctor
   3. carpenter
   4. architect

4. Which of the following works closest with a STEWARDESS:

   1. travel agent
   2. author
   3. photographer
   4. pilot

5. Which of the following is NOT in the field of CONSTRUCTION:

   1. architect
   2. mechanic
   3. carpenter
   4. surveyor

6. Which of the following works mainly with AUTOMOBILES:

   1. carpenter
   2. pilot
   3. chemist
   4. mechanic

7. Which of the following has to know the MOST about mathematics:

   1. lawyer
   2. pilot
   3. doctor
   4. secretary

8. Which of the following spends the MOST time serving food:

   1. stewardess
   2. waitress
   3. cook
   4. nurse

9. Which of the following is in the field of CONSTRUCTION:

1. doctor
2. soldier
3. carpenter
4. saleslady

10. Which of the following requires the LEAST training:

1. athlete
2. policeman
3. mechanic
4. milkman

11. A college education is usually needed to be a:

1. mailman
2. lawyer
3. mechanic
4. farmer

12. Which of the following is NOT in the field of EDUCATION:

1. teacher
2. lawyer
3. counselor
4. principal

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1. politician
2. musician
3. mailman
4. policeman

20. Which of the following is NOT in the field of ART:

1. illustrator
2. typist
3. designer
4. sculptor

21. Which of the following works closest with a GEOLOGIST:

1. landscaper
2. teacher
3. surveyor
4. doctor

22. Which of the following works closest with an AUTHOR:

1. teacher
2. mailman
3. librarian
4. editor

23. Which of the following is in the field of COMMUNICATION:

1. cook
2. telephone operator
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3. doctor
4. milkman

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1. lawyer
2. doctor
3. publisher
4. surveyor

35. A college education is NOT required to be a:

1. nurse
2. secretary
3. teacher
4. librarian

36. Which of the following is in the field of AGRICULTURE:

1. hair stylist
2. housewife
3. carpenter
4. farmer

37. Which of the following has to know the LEAST about MATHEMATICS:

1. pilot
2. teacher
3. mailman
4. store clerk

38. Which of the following spends most of his time with tax records:

1. surveyor
2. biologist
3. architect
4. accountant

39. Which of the following works closest with an ARCHITECT:

1. mechanic
2. contractor
3. nurse
4. librarian

40. Which of the following requires the MOST training:

1. printer
2. sales clerk
3. waitress
4. telephone operator

41. Which of the following works closest with a CARPENTER:

1. mechanic
2. chemist
3. plumber
4. gardener

42. Which of the following is in the field of MEDICINE:

1. teacher
2. nurse
3. hair stylist
4. barber

43. Which of the following is in the field of TRANSPORTATION:

1. barber
2. farmer
3. actress
4. pilot

44. Which of the following spends the MOST time at a desk:

1. actress
2. secretary
3. carpenter
4. policeman

45. Which of the following works closest with a POLICEMAN:

1. teacher
2. pilot
3. chemist
4. lawyer

46. Which of the following spends the LEAST amount of time outdoors:

1. athlete
2. farmer
3. mailman
4. teacher

47. It is usually necessary to serve as an INTERN to become a:

1. mechanic
2. lawyer
3. doctor
4. policeman

48. Which of the following works in a laboratory:

1. secretary
2. chemist
3. lawyer
4. barber

49. Which of the following is in the field of SCIENCE:

1. chemist
2. soldier
3. lawyer
4. farmer

50. Which of the following is NOT in the field of MEDECINE:

1. nurse
2. barber
3. veterinarian
4. pharmacist

OPINION SURVEY

This survey is designed to let you express your attitudes about yourself and your school. There are no right or wrong answers, so respond to each item as honestly as you can.

DIRECTIONS

On your answer sheet mark the following:

1. Your name
2. Whether you are a boy or a girl
3. Your grade level and your team

On your answer sheet, please show whether each sentence is generally true or untrue for you by marking a '1' if the sentence is generally true or '2' if the sentence is generally not true. Make a mark for every sentence.

For example:

	1 True	2 Untrue	
1.	☐	☒	1. My class is too easy.
2.	☒	☐	2. I'd like to stay at my school always.

1. My teachers always tell me when they are pleased with my work.
2. My teachers are interested in the things I do outside of school.
3. This school is like a jail.
4. In our classes, we often get a chance to make decisions together.
5. I often feel rushed and nervous in school.
6. My teachers give me work that is too hard.
7. Other students often get me into trouble at school.
8. My teachers seldom tell me whether my work is good or bad.
9. My teachers listen to what I have to say.
10. I follow the rules at school.
11. My teachers try to make school interesting to me.
12. My teachers do not care about me.
13. The principal of my school is friendly toward the students.
14. I get as many chances as other students to do special jobs in my classroom.
15. My teachers do not give me enough time to finish my work.
16. The other students in my classes are not friendly toward me.
17. My teachers don't understand me.
18. The principal's main job is to punish students.
19. My teachers make sure I always understand what they want me to do.
20. I really like working with the other students in my classes.
21. I get scared when I have to go to the office at school.
22. I get tired of hearing my teachers talk all the time.
23. School is a good place for making friends.
24. I like trying to work difficult puzzles.
25. My teachers scare me.

26. When I have a problem on the playground at recess, I know I can find a nice teacher to help me.

27. I don't like most of the children in my classes.

28. My teachers are not very friendly with the students.

29. The biggest reason I come to school is to learn.

30. My teachers are mean.

31. I am embarrassed to be in the classes I'm in.

32. I am lonely very often.

33. When a new student comes into our class, my friends and I try very hard to make him or her feel happy.

34. My teachers like some students better than others.

35. When I do something wrong, my teachers correct me without hurting my feelings.

36. I have to share books with other students too often at school.

37. My teachers are often too busy to help me when I need help.

38. I am easy to like.

39. I often feel lost at school.

40. There's no privacy at school.

41. Older students often boss my friends and me around at my school.

42. At school other people really care about me.

43. My teachers boss the students around.

44. We change from one subject to another too often in my classes.

45. I like my teachers.

46. I am popular with people my age.

47. My teachers grade me fairly.

48. I am friendly toward other people.

49. In school I have to remember too many facts.

50. I am fun to be with.

CAREER EDUCATION EMPHASIS QUESTIONNAIRE

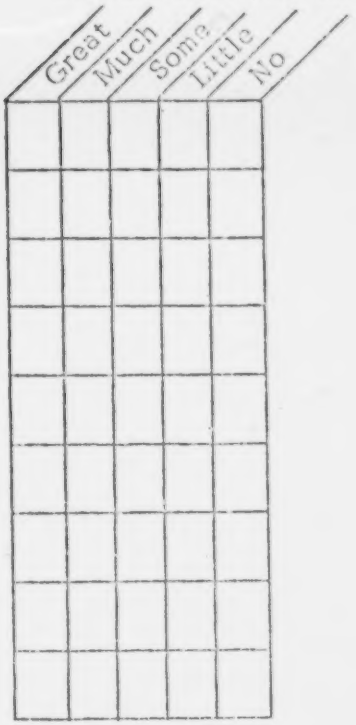
DIRECTIONS: Place a check (✓) in the column which indicates the appropriate degree of emphasis you include in your subject area. Statements may apply to any or all disciplines or programs.

IN YOUR PROGRAM EMPHASIS IS PLACED ON STUDENTS:
(Example: Recognizing the interrelatedness of all occupations.)

	Degree Of Emphasis				
	Great	Much	Some	Little	No
1) Recognizing how values become important to an individual.			✓		
2) Recognizing which values become important to an individual.					
3) Recognizing work values. (Example: work neatly, work safely, work together, avoid waste, follow directions, etc.)					
4) Exploring work values.					
5) Identifying short term goals.					
6) Identifying long term goals.					
7) Recognizing the effect of values and goals in decision making.					
8) Exploring the effects of short term and long term goals upon decision making.					
9) Exploring alternative behavior in given decision making situations.					
10) Recognizing the consequences of given decisions.					
11) Recognizing that some decisions may be irreversible.					
12) Exploring decisions that may be irreversible.					
13) Exploring the availability of employment opportunities through various resources.					
14) Exploring the restrictions of certain occupation may limit job choice. (Example: age, experience, union shop, certificate)					
15) Recognize that job requirements vary among jobs.					
16) Exploring job requirements for an occupation of personal interest.					

	Degree Of Emphasis				
	Great	Much	Some	Little	No
17) Recognizing educational level requirements for job entry.					
18) Exploring educational requirements for job entry of personal interest.					
19) Recognizing job skills vary within occupation.					
20) Exploring job skills required for an occupation of personal interest.					
21) Recognizing working conditions vary within occupations.					
22) Exploring working conditions of an occupation of personal interest.					
23) Recognizing the availability of educational opportunities in the area.					
24) Exploring an educational route for a career of personal interest.					
25) Recognizing the jobs deal with people, data, things or ideas and various combinations.					
26) Recognizing the impact of technology on the subject matter field.					
27) Exploring the impact of technology upon the subject matter field.					
28) Recognizing the interrelatedness of subject matter areas to jobs.					
29) Exploring the interrelatedness of subject matter areas to jobs.					
30) Recognizing work roles related to subject matter areas. (Example: cook, teacher, model, child care aide, engineer, etc.)					
31) Exploration of work roles.					
32) Exploring the career cluster concept.					
33) Exploring a career cluster of a personal choice.					
34) Exploring the resources available for students to learn more about themselves.					
35) Recognizing personal traits desirable for employment.					
36) Exploring personality qualities necessary for employment.					
37) Recognizing that the mental picture one holds of oneself may differ from how others see him.					

Degree Of Emphasis



38) Recognizing the reasons for individuals losing jobs.

39) Recognizing all jobs have advantages and disadvantages.

40) Exploring the advantages and disadvantages of a personal interest.

41) Recognizing the trend for women to combine homemaking and wage earning.

42) Recognizing changing roles of people in today's world.

43) Exploring changing roles of people in today's world.

44) Recognizing the influence of occupations upon life styles.

45) Exploring life styles in reference to occupations.

46) Recognizing the technological impact on society in relation to expanded employment opportunities.

Thank you. Please check ( ) if you are interested in the results of this study.

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

EVALUATION BY TEACHERS

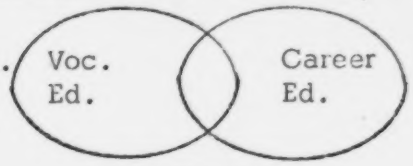
What areas of change and benefit have you observed in your pupils as a result of career education concepts and career education equipment used in your classroom?

What intuitive feelings, both positive and negative, do you have concerning the career education program?

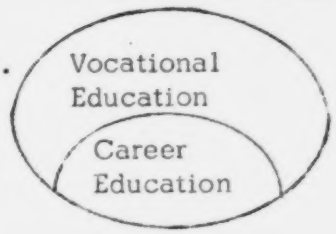
Estimate the percentage of a week's time students spend on career education, including career education activities.

WHAT IS YOUR PERCEPTION OF CAREER EDUCATION?

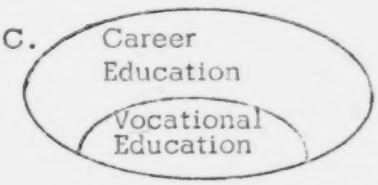
1. Which of the following most closely illustrates your perception of the relationship between vocational education and career education? Please check only one response.

___ A. 

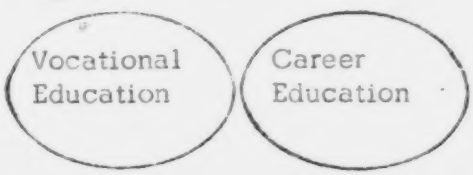
Some overlap exists but both have some unique characteristics.

___ B. 

Vocational Education includes Career Education.

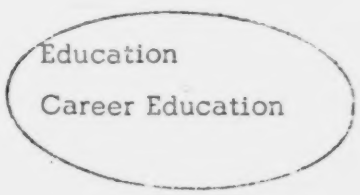
___ C. 

Career Education includes Vocational Education.

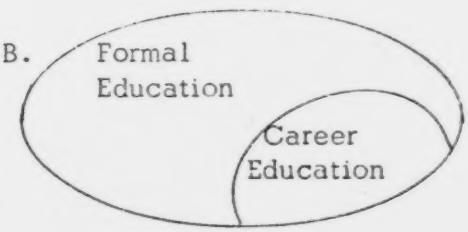
___ D. 

Both are separate, one possibly happening before the other or concurrent with the other.

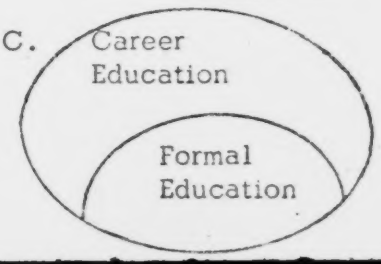
2. Which of the following most closely illustrates your perception of the relationship between career education and formal education in general? Please check only one response.

___ A. 

One and the same.

___ B. 

Some formal education is not career education.

___ C. 

Career Education includes formal education.

EVALUATIVE MEASURES

Evaluation is a continuous process that takes place throughout the unit. An attempt to evaluate the effectiveness of the methods, materials, resources and organization would be through answering the following questions.

RATING SCALE

Indicate the degree to which these questions are utilized by circling the appropriate number. The numbers represent the following values: 5-outstanding, 4-above average, 3-average, 2-below average and 1-unsatisfactory.

1. How receptive were the students to the activities?	1 2 3 4 5
2. How actively involved were the slow learners in the activities?	1 2 3 4 5
3. How well did the slow learners have positive successful learning experiences?	1 2 3 4 5
4. How prepared were the students for field trips and job observations?	1 2 3 4 5
5. How well were the students applying basic curriculum skills such as math and reading, when working with this unit?	1 2 3 4 5
6. How well have the students gained insight into the complete process of the particular occupation studied?	1 2 3 4 5
7. How well did the children cooperate in group work?	1 2 3 4 5
8. To what extent did outside or community resources contribute to the unit?	1 2 3 4 5
9. How well did the outside resources contribute to the unit?	1 2 3 4 5

CHECK LIST

Please indicate with an X, the appropriate response to the following questions. If you feel an unbiased judgment cannot be made, please leave the responses blank.

	Yes	No
1. Did attendance improve	___	___

	Yes	No
2. Were the students learning to work more independently than they could when the unit began?	___	___
3. Have grammatical skills improved?	___	___
4. Was there growth in thinking objectively?	___	___
5. Did the students become independent in their decision making?	___	___
6. Was there pride in being part of a team achieving objectives?	___	___
7. Was there evidence of sharing materials?	___	___
8. Were the learning experiences varied enough for each child to be motivated to participate in the project?	___	___
9. Were some gifted students inspired to begin new projects as an outgrowth of their experiences?	___	___
10. Were pupils given a chance to participate in planning for experiences?	___	___
11. Were self concepts changed for some students as a result of this project?	___	___
12. Did the pupils show enthusiasm throughout the unit?	___	___
13. Are the pupils more aware of the satisfaction that can come from being engaged in work?	___	___
14. Were the pupils given the opportunity to evaluate the success of the project?	___	___
15. Did the students have the opportunities and experiences that involved student action rather than just reading or writing about them?	___	___

Please add any comments which would contribute to the improvement of this unit.

Delaware's
Occupational
Vocational
Education
Model

February 8, 1973

Dear Colleagues:

Thank you for participating in our career development orientation program. We sincerely hope that you enjoyed the seminar and will participate in future programs.

To further our efforts in the career education program, would you please complete the attached questionnaire and return it to Dr. Pullian by February 14, 1973.

Thank you for your cooperation.

Sincerely yours,

Charlotte C. Henshaw
Research Assistant

PROJECT OFFICE/906 Lakeview Avenue, Milford, Delaware 19963 PHONE/(302) 422-6004 Joseph [illegible]/Director
"AN EXPERIMENT IN CAREER EDUCATION"

NAME_____

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

Please answer the following questions:

1. What is your definition of career education?

2. As a result of your exposure to the concept of career education, how will this effect the planning of your curriculum?

NAME_____

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

ATTITUDE MEASURE

Based on your feelings about career education, please check the appropriate response to the following statements. Remember, there is no right or wrong answer to any question. Place a check (✓) in the appropriate column.

Strongly agree SA Agree A Neutral N Disagree DA Strongly disagree SD

		SA	A	N	DA	SD
1)	The commitment to absolute separation of disciplines is psychologically inconsistent and no longer acceptable.					
2)	Social and economic problems of the past have highlighted the inadequacy of previous approaches to education.					
3)	The U. S. Office of Education is providing impetus for the concept of career education.					
4)	Career education begins at birth and continues throughout adulthood.					
5)	Career education involves all students.					
6)	Career education involves the entire school program and community resources.					
7)	Career education is a program redirecting educational resources toward individual student development.					
8)	Career education unites the student, his parents, the schools, the community, and employers in a cooperative educational venture.					
9)	Career education provides the student with information and experiences representing the entire world of work.					
10)	Career education supports the student in all phases of career development and provides for placement, follow-up, and continuing education.					

	SA	A	N	DA	SD
11) Career education is not a synonym for vocational education.					
12) All education is career education.					
13) Career education is a "tacked on" unit in the curriculum.					
14) All disciplines have a unique contribution to career education.					
15) Vocational education is an integral part of career education.					

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

INDEX OF SOCIAL POSITION

Vocational School:_____ Name:_____

Trade Area:_____

Instructions: Please circle the number of the item that best describes the work that your father or head of your household does.

1. Higher executives of large concerns, proprietors, and major professionals.

2. Business managers, proprietors of medium-sized businesses, and lesser professionals.

3. Administrative personnel, owners of small businesses and minor professionals.

4. Clerical and sales workers, technicians and owners of little businesses.

5. Skilled manual employees.

6. Machine operators and semiskilled employees.

7. Unskilled employees.

Instructions: Please circle the number of the item that best describes the amount of education that the head of your household has.

1. Professional (Master or Doctor's Degree)

2. Four-year college graduate

3. 1-3 years college (also business school)

4. High school graduate

5. 10-11 years of school (part high school)

6. 7-9 years of school

7. Under 7 years of school

INDEX OF SOCIAL POSITION

(Coding and Scoring)

Factor	*Scale Score	x	Factor Weight	=	Score
Occupation	(1-7)		7	=	
Education	(1-7)		4	=	
					Σ

Scoring is accomplished by multiplying the scale score by the factor weight for each factor and summing the scores.

Raw scores may be converted into Class Range Scores by using the following table:

Class	Range of Scores
I	11 - 17
II	18 - 31
III	32 - 47
IV	48 - 63
V	64 - 77

*Scale score ranges from 1 to 7 and may be obtained from the Index of Social Position or by interviewing the subject.

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

TEACHER INTEREST SURVEY

TO: All Elementary Teachers

FROM: Carl Hoffman, Curriculum Coordinator

We are in the process of appraising our efforts in elementary level career education for the purpose of planning next year's program. The coming year will include an increased effort of disseminating information and materials on the project.

We have some indication that several teachers who have attended last year's summer workshop have not been utilizing career activities to the extent possible. Also, several teachers not yet involved with career education activities have indicated a desire to become a part of the program.

We need your response to the following questions to plan for the coming school year. Please complete and return this form as soon as possible to your building secretary.

1. I attended the 1971 summer career workshop.
   yes_____ no_____
   If your response is "no" please skip to No. 5.

2. Rate your use of career education activities.
   _____High use
   _____Moderate use
   _____Low use

3. _____I wish to continue in the career education program and agree to actively participate in the following tasks:

   a. submit monthly reports
   b. attend inservice meetings
   c. work on curriculum development
   d. have visitors observe my classroom
   e. emphasize career awareness in my classroom

4. _____I do NOT wish to continue in the program.

5. _____I am interested in becoming part of the career education program and will be able to attend a one-week workshop with pay from August 21-25. I also agree to use the workshop ideas in my classroom and to

a. submit monthly reports
b. attend inservice meetings
c. work on curriculum development
d. have visitors observe my classroom
e. emphasize career awareness in my classroom.

6. My name is_____.

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

INSERVICE PLANNING SURVEY

This survey is to determine your preference for career inservice programs. Please check the appropriate responses and add any comments you feel necessary.

Your input will assist us in planning future inservice.

Rate the following topics in order of your preference starting with number one for the activity you would most like to participate in:

_____demonstration of tools and workbench

_____share other teacher's activities

_____develop units to try in classroom

_____visits to other schools

_____have "expert" consultants come in

_____write career elements into learning modules

Suggest amount of time that should be devoted to career development inservice.

_____none

_____one hour sessions

_____1/2 day sessions

_____full day sessions

If you feel that time should be spent on inservice activities, rate your preferences below:

_____after school

_____during school day (substitute required)

_____summer workshop

_____regularly scheduled inservice days

_____Saturday morning with pay

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

TEACHER PLANNING OUTLINE

UNIT TITLE _____

PARTICIPANTS _____

TIME REQUIRED _____

CAREER CLUSTERS _____

_____

OBJECTIVES _____

_____

_____

_____

_____

_____

ACTIVITIES SEQUENCE _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CORRELATION WITH OTHER DISCIPLINES

LANGUAGE ARTS

SOCIAL LIVING

SCIENCE

MATHEMATICS

ART

MUSIC

EVALUATION TECHNIQUES

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

MONTHLY CAREER ACTIVITIES INVENTORY

NAME_____ DATE_____

GRADE_____ MONTH_____

The purpose of this inventory is to determine the nature and scope of career activities in the school. Please return the completed form to your building principal at the start of each month.

Most occupations can be classified under one of the following career clusters. Please estimate the number of hours you will spend investigating each cluster (i.e., 5 Business & Office).

___BUSINESS & OFFICE
___MARKETING & DISTRIBUTION
___COMMUNICATIONS & MEDIA
___CONSTRUCTION
___MANUFACTURING
___TRANSPORTATION
___MARINE SCIENCE
___AGRI-BUSINESS & NATURAL RESOURCES
___ENVIRONMENTAL CONTROL
___PUBLIC SERVICES
___HEALTH
___HOSPITALITY & RECREATION
___PERSONAL SERVICES
___FINE ARTS & HUMANITIES
___CONSUMER & HOMEMAKING

Please list specific occupations that will be brought to the attention of students.

_____

_____

_____

_____

Briefly describe activities designed to study the career clusters checked above.

_____

_____

_____

_____

_____

DOVM-2

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

CAREER EDUCATION ACTIVITY INVENTORY

The purpose of this inventory is to determine the approximate amount of time you allocate each month to developmental career education activities. Additionally, it is important that you identify the nature of these activities.

Name_____ Month_____

Subject or Discipline_____Grade Level_____

Did you participate in a Career Workshop? Yes____No____

INSTRUCTIONS: Complete the items listed below. Please return the inventory at the end of each month to the guidance office.

1. What percentage of your time this month has been devoted to developmental career education activities? (use weekly average)_____%.

2. Place a check mark in front of the activity listed below which best characterizes your activities in the area of career education:

( ) Interdisciplinary activities with the teacher and student

( ) Exploring the relationships of your subject with students in terms of relatedness to numerous careers

( ) Using community resources

( ) Class discussion

( ) Class projects

( ) Individual projects

( ) TEE hour program

( ) Other Please specify_____

Use the back of this sheet to report any interesting or unique activity during the month. The space may also be used to make suggestions, offer criticism or identify specific problems that deserve attention.

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

RESOURCE VISIT INFORMATION

Teacher_____

Student Level_____ Number of Children_____

Destination of Visitor_____

Date_____ Time_____

Classroom activities in preparation for visit_____

_____

_____

_____

_____

Specific objectives of visit_____

_____

_____

_____

Classroom activities to follow-up the visit_____

_____

_____

_____

_____

List the occupations related to unit of study_____

_____

_____

_____

_____

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

EMPLOYER INTERVIEW DATA

EC

Interview Dates

1___2___3___

Telephone Contacts

1___2___3___

Product or Service_____

_____

Person(s) Interviewed and Title

Name	Title

Note: This form was specifically designed as an interview aid for enlisting the cooperation of business and industry leaders in support of Delaware's Occupational Model, and for securing certain occupational information from the business community.

1. Have you ever hired a student from the Kent County Vocational-Technical School? 1.
   a. No
   b. Yes
   c. DK

2. If you answered yes to question 1, in what capacity? 2.
   a. Part-time
   b. Coop work study
   c. Summer Emp.
   d. Permanent

3. If you answered yes to question 1, what job did they perform? 3.
   a. _____
   b. _____
   c. _____

4. If you answered yes to question 1, how would you rate their training in school in respect to their work for you? Please explain.	4. a. Excellent b. Good c. Fair d. Poor e. DK
5. Have you ever hired a student from the Milford High School?	5. a. Yes b. No c. DK
6. If you answered yes to question 5, in what capacity?	6. a. Part-time b. Coop Work Study c. Summer Emp. d. Permanent
7. If you answered yes to question 5, what job did they perform?	7. a._____ b._____ c._____
8. If you answered yes to question 5, how would you rate their training in respect to their work for you? Please explain.	8. a. Excellent b. Good c. Fair d. Poor e. DK
9. Students who apply for training at the Kent County Vocational-Technical School are selected on a first come first serve basis. What is your opinion of this method of selection?	9. a. No opinion b. Probably is satisfactory c. There should be some set standard for selection
10. Aside from the manual skills required for a particular job, trade, or occupation, what specifically do you look for when hiring a high school graduate?	10. _____ _____ _____

11. Does any of your work for which a high school graduate might qualify require any special ability in math, reading, or writing?

11.
a. Yes
b. No

12. If your answer to question 11 was yes, specifically what is required in those disciplines?

Math_____

_____

_____

Reading_____

_____

_____

Writing_____

_____

_____

In order for a vocational student to establish good work habits as early in his program as possible, and to prove to himself the practical value of the skills he is learning, his program includes periods of real work. This is known as the cooperative work study plan. Assuming you had work available:

13. Would you participate in such a plan?

13.
a. Yes
b. No

Assuming again that work would be available would you be willing to provide

14. Part-time employment?

14.
a. Yes
b. No

15. Summer work?

15.
a. Yes
b. No

16. Full time employment?

16.
a. Yes
b. No

17. Do you have any part-time, summer, or full time openings now? Or, will you have in the next few months?

17.
a. Yes
b. No

18. If you answered yes to question 17, what are these jobs, and when will they be available?

18.
_____
_____
_____
_____

In addition to employment, what other areas of cooperation would you consider, for example:

19. Sharing of manpower, i.e. periodic participation in occupation give and take with students and teachers, serve on advisory and craft committees.

19.
a. Yes
b. No
c. DK

20. Donation of equipment

20.
a. Yes
b. No
c. DK

21. Donation of supplies and materials for students use in training shops.

21.
a. Yes
b. No
c. DK

Based on your present understanding of Delaware's Occupational Vocational Model, what is your opinion of its potential value?

22. To the community?

22.
a. Yes
b. No
c. DK

23. To the student?

23.
a. Yes
b. No
c. DK

24. To area business and industry?

24.
a. Yes
b. No
c. DK

25. What changes do you see taking place in your employment over the next five years?

25.
a. Expansion
b. Contraction
c. None
d. DK

ID No. _____

GRADUATE FOLLOW-UP QUESTIONNAIRE

INSTRUCTIONS: Place a check (✓) in one parenthesis for each question.

Sex: ( ) Male
( ) Female

Marital Status: ( ) Married
( ) Single

1. High School Program (Curriculum):

( ) College Preparatory
( ) General
( ) Vocational (includes Agricultural, Distributive Education, Business Education and Vocational-Technical Education in County Centers)

2. Status 6 Months After Completion of High School:

( ) Student (4 years baccalaureate program)
( ) Student (less than baccalaureate degree program)
( ) Employed
( ) Military
( ) Housewife (not employed outside the home)
( ) Unemployed

3. Present Status:

( ) Student working toward a Bachelor's degree
( ) Student enrolled in a program of less than Baccalaureate level
( ) Graduate of a program of less than Baccalaureate (4 year) level (example: nursing, etc.) and employed
( ) Graduate of a program of less than Baccalaureate (4 year) level (example: nursing, etc.) and unemployed
( ) Housewife and graduate of a program of less than Baccalaureate (4 year) level (not employed outside the home)
( ) Housewife (not employed outside the home)
( ) Employed
( ) Military
( ) Unemployed

VOCATIONAL: COMPLETE THIS SECTION ONLY IF YOU HAVE CHECKED "VOCATIONAL" IN ITEM NO. 1. ALL OTHERS PROCEED TO NEXT SECTION "EMPLOYMENT INFORMATION."

4. Location of your vocational training program.

( ) Milford High School
( ) Kent Vocational Technical School
( ) Sussex Vocational Technical School

5. In what skill area did you receive vocational training?

( ) Agricultural (Milford)
( ) Business (Milford)
( ) Distributive Education (Milford)
( ) Agricultural Mechanics
( ) Auto Body & Fender
( ) Auto Mechanics
( ) Barbering
( ) Basic Electricity/Electronics
( ) Beauty Culture
( ) Building & Grounds
( ) Carpentry
( ) Child Care
( ) Commercial Arts
( ) Commercial Foods
( ) Cosmetology
( ) Data Processing
( ) Diesel Mechanics
( ) Distributive Education
( ) Drafting & Design
( ) Electrical Construction
( ) Exploratory Health Occupations
( ) Farm Mechanics
( ) Health Assistant
( ) Horiculture
( ) Industrial Electricity
( ) Licensed Practical Nursing
( ) Machine Shop
( ) Masonry
( ) Medical Services
( ) Mill & Cabinet
( ) Ornamental Horiculture
( ) Printing & Photography
( ) Radio & T. V.
( ) Sheet Metal
( ) Welding

6. Do you consider your high school vocational education experience of value for your present employment?

( ) Yes
( ) No

EMPLOYMENT INFORMATION: (COMPLETE ONLY IF YOU ARE EMPLOYED.)

7. Present Job Title _____

8. Occupational Category: (If you need help in determining the appropriate category, please call Mrs. McNatt at 422-9651)

( ) Agricultural Occupations
( ) Distributive Education
( ) Home Economics
( ) Office Occupations
( ) Technical Educations
( ) Trade and Industrial Occupations
( ) Amusement & Recreation Occupations
( ) Health Occupations
( ) Student

9. Job Placement: (How did you locate your first job after completing high school?)

( ) Newspaper
( ) Employment Agency (public)
( ) Employment Agency (private)
( ) Found it yourself
( ) Through friends or family
( ) Through the school

EVALUATION: (ALL GRADUATES ANSWER THIS SECTION)

10. How would you classify your high school counseling experience?

( ) Excellent
( ) Good
( ) Satisfactory
( ) Poor

11. From your past experience, what type of information would have been most benefical to you?

( ) College Placement
( ) Occupation and job placement information
( ) Personal counseling

12. Did you find the counseling information you received to be accurate?

( ) Yes
( ) No

13. What was the frequency of your visits to the counselor while you were in high school?

( ) Never
( ) 1 - 5 times
( ) 6 - 10 times
( ) 11 or more

14. Do you consider your school experiences (k-12) relevant for your present job or educational program?

( ) Yes
( ) No

15. Considering your present occupational role, would a broad vocational education program in high school have been of value to you?

( ) Yes
( ) No

16. Did your high school experience provide you with an adequate amount of occupational information?

( ) Yes
( ) No

17. From your experience would you recommend: (check one)

( ) More practical programs in high school
( ) Fewer practical programs in high school
( ) More required practical courses
( ) Fewer required practical courses

18. Would you recommend an increased emphases on programs for students to explore many occupational, technical and professional areas related to the world of work?

( ) Yes
( ) No

KENT COUNTY VOCATIONAL AND TECHNICAL CENTER
INDUSTRIAL AND BUSINESS SURVEY

COMPANY_____

ADDRESS_____

PRODUCT OR SERVICE_____ PHONE_____

PERSON(s) TITLE
NAME_____ TITLE_____ MTH.___ DAY___ YR___

_____

NOTE: This survey was designed to enlist the cooperation of business and industrial leaders for securing certain occupational information necessary if Kent County Vocational Technical Center (KCVTC) is to continue meeting the ever changing manpower needs of the complex world of work. The survey was designed so you could transfer part of the employee figures from EEO Form N. 1, section D- Employment Data.

I. PRESENT EMPLOYMENT INFORMATION

JOB CATEGORIES (FOR DEFINITION APPENDIX (A))	Total Employees	Work Day Full Time	Work Day Part Time	Projected Employment Needs(+or-) Full Time	Projected Employment Needs(+or-) Part Time
1. Official and Managers					
2. Professionals					
3. Technician					
4. Sales Workers					
5. Office & Clerical					
6. Craftsmen					
a. Skilled					
b. Semi-skilled or Operative					
c. Unskilled					
7. Service Workers					
TOTAL					

II. Cooperative Work Study (Check the correct response)
Do you believe that it is imperative that students training in a skilled trade be exposed to an actual working experience prior to graduation? YES____ NO____

A. Would you be willing to participate with KCVTC in a cooperative work-study program? YES____ NO____
B. Would you be willing to utilize the KCVTC as a source of finding employees? YES____ NO____
C. As an employer have you ever visited the KCVTC? YES___ NO___

III. What is your minimum hiring age? Full-time____Part-time____

IV. The KCVTC is presently offering training in the following skilled, technical, and service areas. Please indicate present number of employees in each trade area.

(_) Auto Body
(_) Auto Mechanics
(_) Basic Electronics
(_) Building & Grounds
(_) Carpentry
(_) Child Care
(_) Commercial Art
(_) Commercial Foods
(_) Cosmetology
(_) Data Processing
(_) Dental Assistant
(_) Drafting & Design
(_) Electrical Construction
(_) Farm & Industrial Mechanics
(_) Horticulture
(_) Masonry
(_) Medical Services
(_) Plumbing & Heating
(_) Printing & Photography
(_) Radio & TV
(_) Refrigerator & Air Conditioning
(_) Sheet Metal
(_) Welding

V. To meet your employment needs are there any changes or subdivisions that should be initiated in the trade areas now being offered at KCVTC? If so, what?

_____

_____

VI. To meet your employment needs, are there any new trade areas that you feel should be offered at KCVTC? If so, what?

_____

_____

_____

COMMENTS: